
Blue Series Games and Activities



Step 1: Concentration



SyllaSense Blue Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 1: ● Sledding ■ So Odd!	- <e>/ē/ (me) and <o>/ō/ (go)	- long vowel phonemes in open syllables	- n/a	- colon (■ only)	- you

Have students read all the words before beginning the game. Once read, place each card face down on the table.

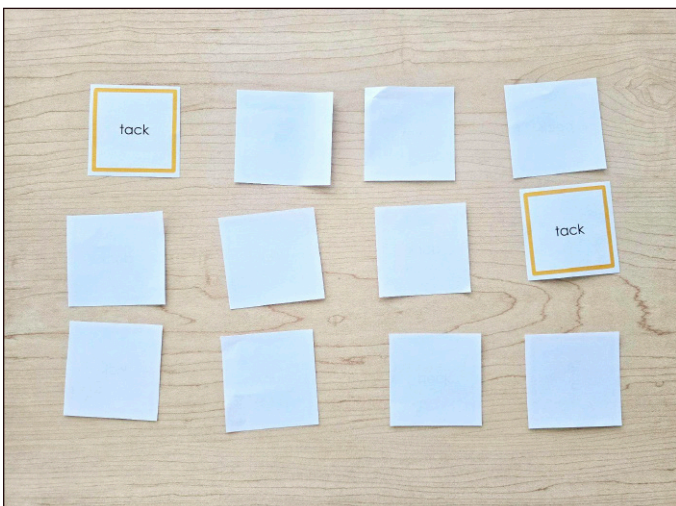
Player 1:

- 1 Flip over 2 words and read them.
- 2 If they are a match, pick up the cards and score a point.
- 3 If they are not a match, flip cards back over.

Player 2:

- 1 Repeat above procedure.

Continue until all cards have been matched. The winner is the player with the most points.



going

she

bringing

going

she

bringing

no

being

called

no

being

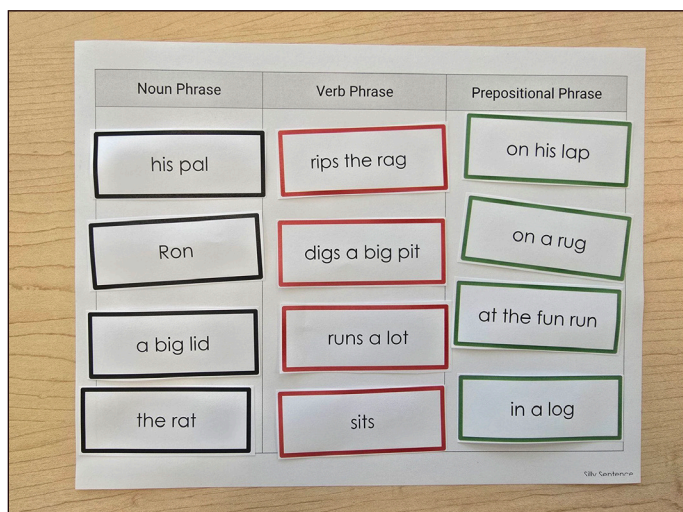
called

Step 2: Silly Sentences



SyllaSense Blue Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 2: ● Fishing ■ Try! Try! Try!	- <y>/ī/ (by)	- <y> is pronounced /ī/ in stressed open syllables	- n/a	- n/a	- your

- 1 Cut out the noun (black), verb (red), and prepositional (green) phrases. Students can read each phrase, then put them together to make silly sentences.
 - Consider talking about what makes a complete sentence - a *subject* and a *predicate* (the “who” and the “what”).
 - Sentences may need to be adjusted to be grammatically correct (e.g., *Jack and his dog sits on a log* can be orally adjusted to *Jack and his dog sit on a log*).
 - Depending on the age and skill level of your students, you can ask what punctuation would be needed to make the sentence complete.
- 2 Students can rearrange the phrases to make new silly sentences, as many times as they wish.



Noun Phrases	Verb Phrases	Prepositional Phrases

the shy fox

was flying

on top of
the wall

your ducklings

quacked

by the hedge

the witch
and her wand

was trying
to spy

off the bridge

my pal Madge

pulled them

on the ledge

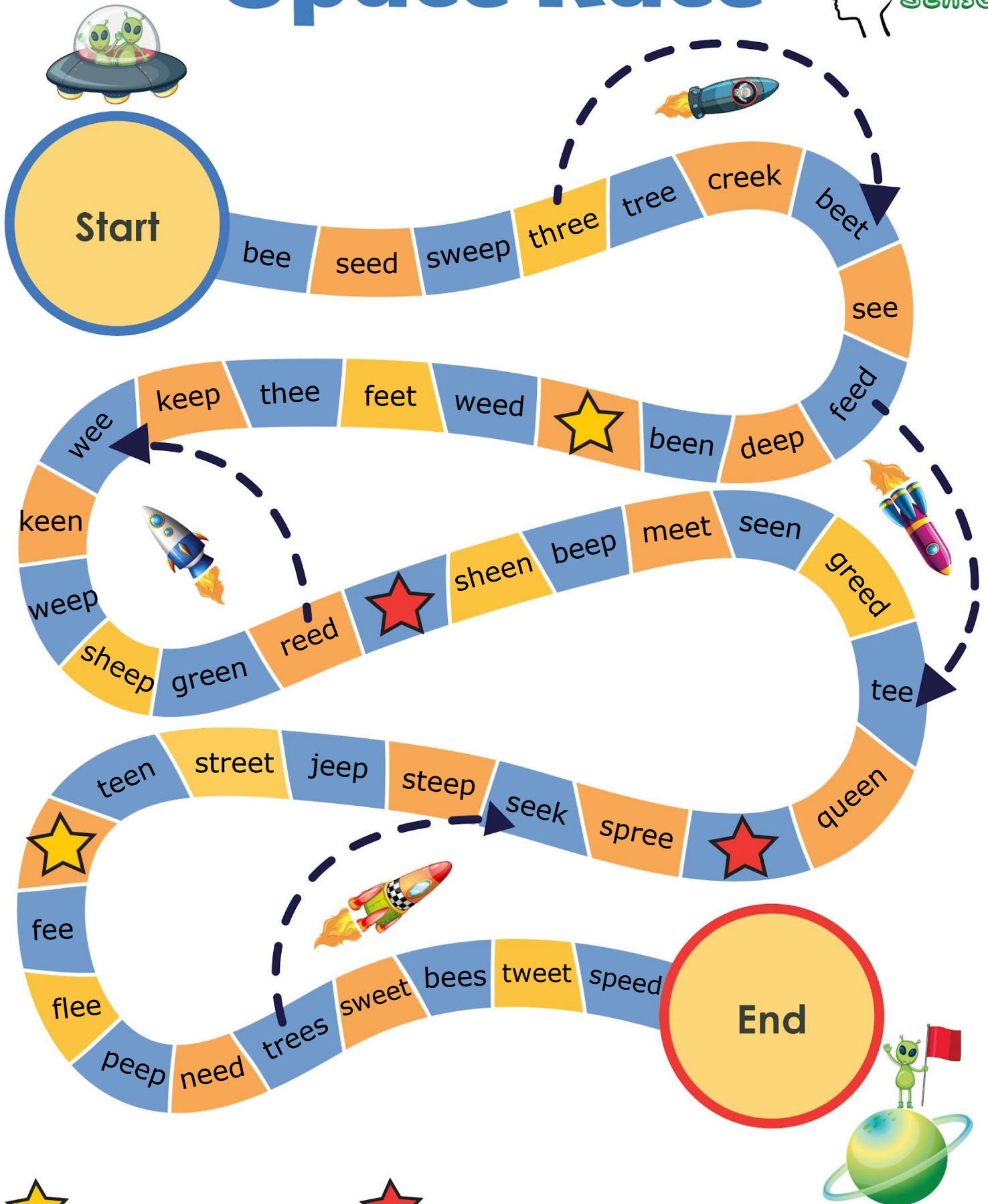
Step 3: Space Race



SyllaSense Blue Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 3: ● At the Creek ■ Sleep	- vowel digraph <ee>/ē/ (tree)	- concept of <i>vowel digraph</i> - flexibility with vowel sounds in v/cv words (<i>focus</i>) and vc/v words (<i>visit</i>)	- n/a	- n/a	- n/a

- 1 Students roll the dice, then move their token along the game board according to the number rolled. Before they can stand their token on a square, they need to correctly read the word that is written on the square.
- 2 Depending on the age and the skill level of the students, prompt the students to try again if they get the word wrong. You can increase the challenge by making them move back 2 if they read the word incorrectly. This obviously depends on the students you are working with and whether or not this would be discouraging for them.
- 3 If students land on a square with an arrow directing them forward or backward on the board, they need to move their token to the indicated square, and read the word written there.

Space Race



Step 4: Go Fish



SyllaSense Blue Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 4: ● The Play Day ■ The Class Trip	- vowel digraph <ay>/ā/ (play)	- use <ay> for /ā/ at the end of a base	- n/a	- contraction /et's	- n/a

Students play “Go Fish” in the traditional way.

- 1 Each student is dealt 5 cards
- 2 The remaining cards are placed in a deck, face down, in the middle.
- 3 Student 1 reads a card in their deck and asks Student 2 if they have that card (e.g., I have “catch”, do you have “catch”).
- 4 If Student 2 has that card, they need to give it to Student 1.
- 5 If they do not, they say “go fish”, and Student 1 needs to take a card from the deck.

Play continues until there are no cards left in the centre deck. At that time, the player with the most matches wins the game.

If desired, print the cards 2-sided with “Go Fish” images on the back.



spray



jay



okay



spray



jay



okay



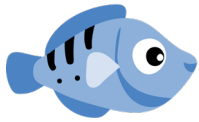
sway



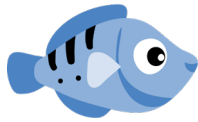
tray



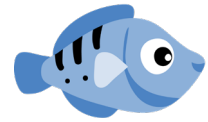
day



Go Fish



Go Fish



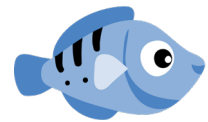
Go Fish



Go Fish



Go Fish



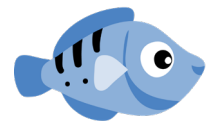
Go Fish



Go Fish



Go Fish



Go Fish



sway



tray



day



lay



clay



played



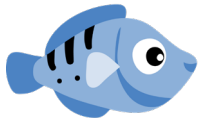
lay



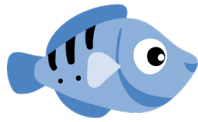
clay



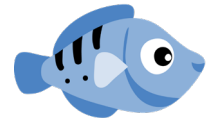
played



Go Fish



Go Fish



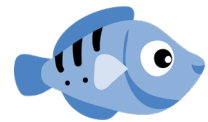
Go Fish



Go Fish



Go Fish



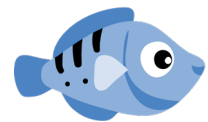
Go Fish



Go Fish



Go Fish



Go Fish



stayed



straying



bay



stayed



straying



bay



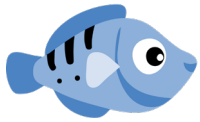
hay



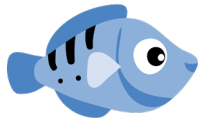
may



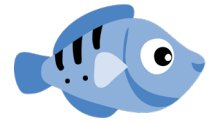
play



Go Fish



Go Fish



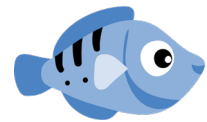
Go Fish



Go Fish



Go Fish



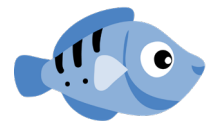
Go Fish



Go Fish



Go Fish



Go Fish



hay



may



play



ray



stay



way



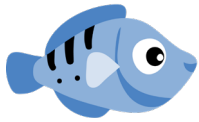
ray



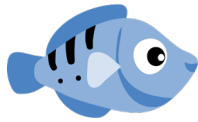
stay



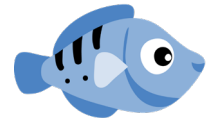
way



Go Fish



Go Fish



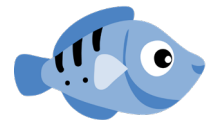
Go Fish



Go Fish



Go Fish



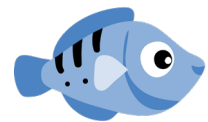
Go Fish



Go Fish



Go Fish



Go Fish



say



stray



pay



say



stray



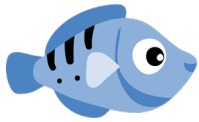
pay



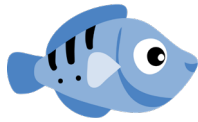
swaying



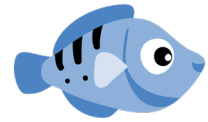
swaying



Go Fish



Go Fish



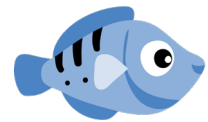
Go Fish



Go Fish



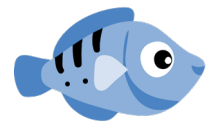
Go Fish



Go Fish



Go Fish



Go Fish

Step 5: Five in a Row



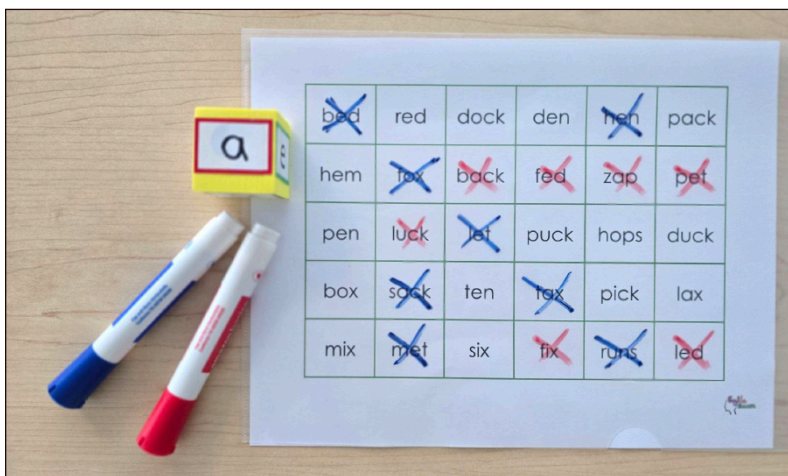
SyllaSense Blue Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 5: ● Recess ■ At a Glance	- <c>/s/ (<i>recess, dance</i>) - consonant digraph <wh>/w/ (<i>when</i>)	- <c> is pronounced /s/ when followed by <e>, <i>, or <y> - concept of <i>marker</i> <e>	- concept of <i>compound words</i>	- n/a	- n/a

Note: Before beginning, create a custom dice by placing a sticky label on all 6 sides of a dice. On 5 of the sides, print the following concepts: <wh>, <c>/s/, <ay>, <ee>, <c>/k/. On the 6th side, draw a star.

- 1 Player 1 rolls the dice, and looks at the concept that is shown on the dice. Player 1 needs to find a word that contains that concept, and mark it (e.g., If the player rolls a <wh>, they can put a mark on the word *whisk*).
- 2 Player 2 rolls the dice, and repeats the same action.

If a ★ is rolled, the player can choose any word, regardless of the concepts within the word.

The winner is the player who makes five marks in a row. You can use two distinct dry erase colours, or put two distinct tokens over words (e.g., Player 1 can use pennies, and Player 2 can use buttons). See short vowel example below.



whisk	stay	bay	clay	wham
mince	chance	whip	sway	cent
tree	speed	club	catch	since
dance	whiff	jay	okay	wheel
craft	clap	hay	whack	cell

Step 6: Headbands



SyllaSense Blue Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 6: ● Why? ■ On the Trail	- vowel digraph <ai>/ā/ (tail)	- complete English words do not end in <v>, so a marker <e> is added	- n/a	- n/a	- do

- 1 Make a headband out of cardboard. You can join the ends by stapling or taping. Cut out the phrases, and use a paperclip to clip a phrase or a word to the headband (we have both word and phrase options for you to use with students, depending on their age and stamina).
- 2 **Player 1:** wears the headband, and can't see the phrase.
- 3 **Player 2:** reads the phrase aloud to Player 1.
- 4 **Player 1:** writes the phrase.
- 5 **Player 2:** checks to see that it is correct.
- 6 Once Player 1 has finished writing the phrase, they can take off the headband and check what they have written compared with the phrase on their headband.
- 7 Depending on the skill level of the players, you might request them to sound out each word and say the corresponding letters aloud before they begin to write.



the train

the quail

can wait

next to the rail

a big rain

strained his leg

a pair of snails

drained
the bathtub

chain

stain

wait

brain

braid

main

aim

paid

Step 7: Bingo



SyllaSense Blue Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 7: ● River Otters ■ Muskrats	- <er>/er/ (<i>otter</i>)	- concept of <i>r-controlled vowel</i> - <o> is often pronounced /ü/ when followed by /v/ (<i>love</i>)	- suffix <-ed> as adjective (<i>webbed</i>)	- n/a	- n/a

- 1 Cut out the word cards on the last Bingo page. Place the cards face down on the table. Players take turns, choosing a card and reading it aloud. Once a word has been read, players need to find the word on their card, and mark it with a token, or white board marker.
- 2 First player to get 4 in a row, wins.
- 3 You can change it up by aiming for an outer square, an X shape, or 2 rows to win.

BINGO

cover	glove	rain	verb
perk	term	germ	aim
her	herd	aid	perm
herb	love	fern	shove

BINGO

shove	herd	perk	her
glove	fern	love	aim
cover	germ	perm	aid
herb	rain	verb	term

BINGO

term	love	perm	glove
cover	her	shove	aim
herb	aid	herd	verb
rain	fern	germ	perk



rain	germ	shove	aim
term	verb	her	fern
glove	herd	love	perk
cover	aid	perm	herb

Step 8: Game Board with Pictures



SyllaSense Blue Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 8: ● Sports ■ Paint	- <or>/or/ (<i>sports</i>)	- n/a	- n/a	- n/a	- <i>are</i>

- 1 Students roll the dice, then move their token along the game board according to the number rolled. Before they can stand their token on a square, they need to correctly spell the word that is pictured on the square.
- 2 Depending on the age and the skill level of the students, prompt the students to sound out the word before trying to spell it. They should tell you how many sounds they can hear, and then what letters would represent each sound.

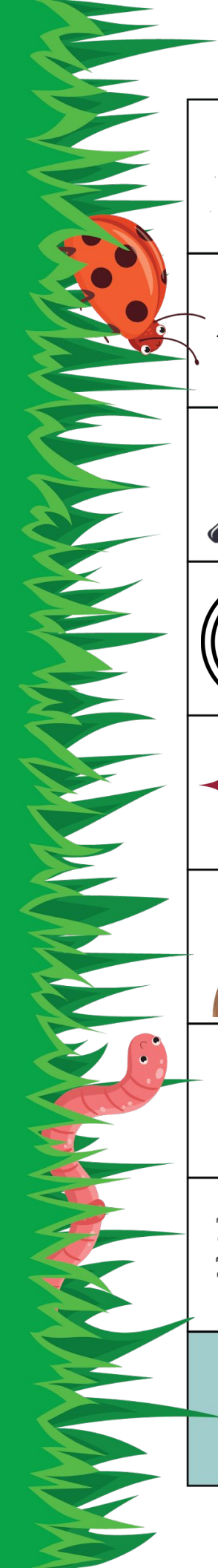
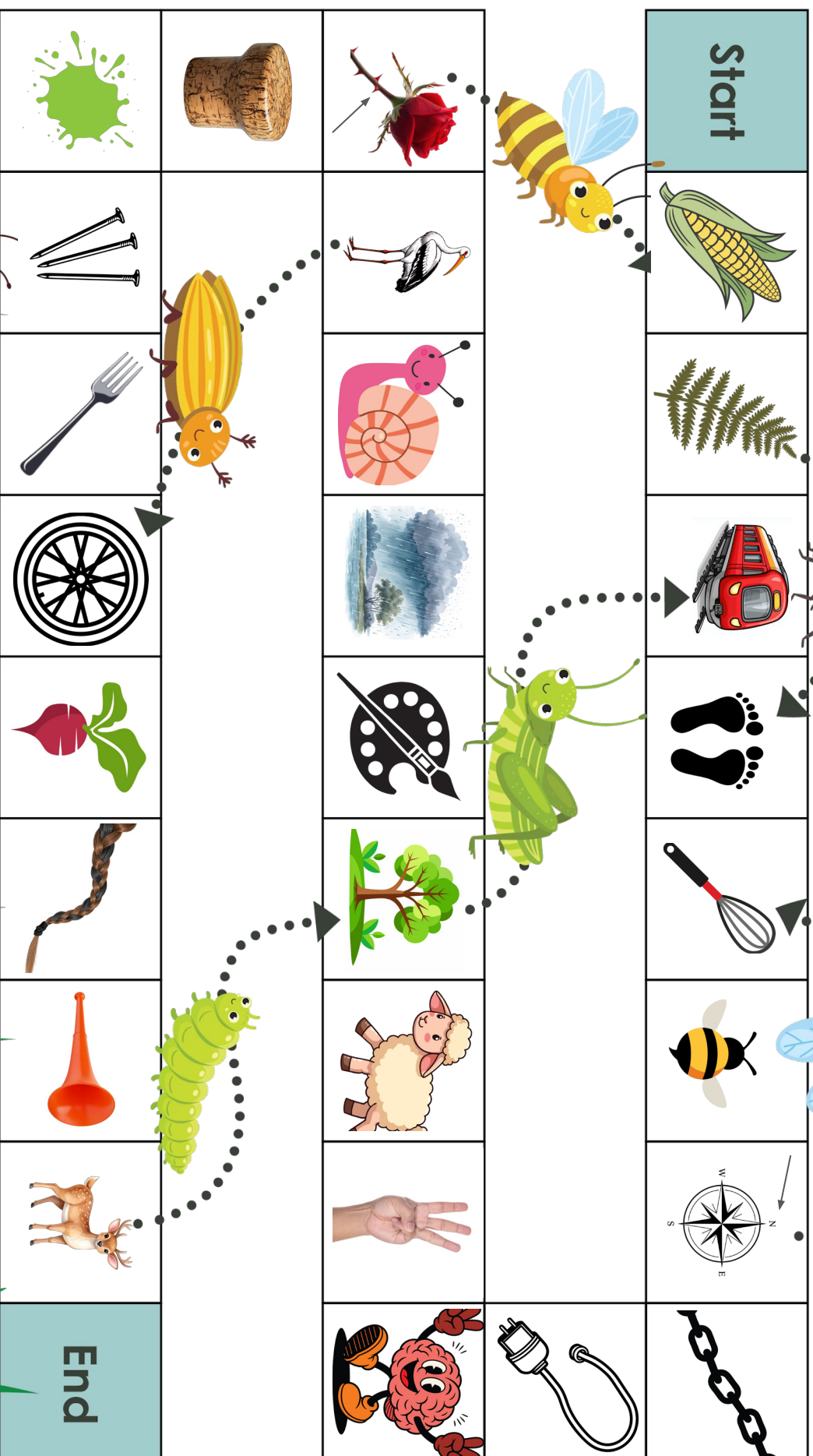
In order to support students with this, you can use a popper. Have students “pop” down a circle for each sound they hear, then name the corresponding letters.



Word list for this game:

corn, fern, train, feet, whisk, bee, north, chain, cord, brain, three, sheep, tree, paint, storm, snail, stork, thorn, cork, green, nails, fork, wheel, beet, braid, horn, deer

Bug Quest

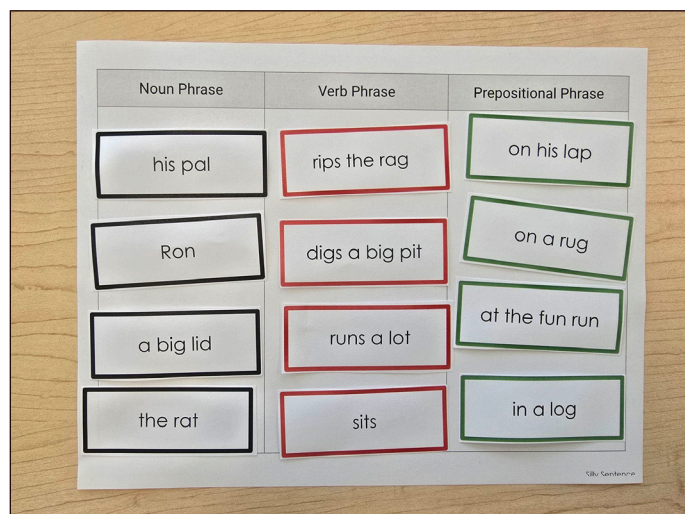


Step 9: Silly Sentences



SyllaSense Blue Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 9: ● In the City ■ Train	- <y>/ē/ (city)	- <y> is pronounced /ē/ in unstressed open syllables	- n/a	- hyphen (■ only)	- from - one

- 1 Cut out the noun (black), verb (red), and prepositional (green) phrases. Students can read each phrase, then put them together to make silly sentences.
 - Consider talking about what makes a complete sentence - a *subject* and a *predicate* (the “who” and the “what”)
 - Sentences may need to be adjusted to be grammatically correct (e.g., *Jack and his dog sits on a log* can be orally adjusted to *Jack and his dog sit on a log*)
 - Depending on the age and skill level of your students, you can ask what punctuation would be needed to make the sentence complete.
- 2 Students can rearrange the phrases to make new silly sentences, as many times as they wish.



Noun Phrases	Verb Phrases	Prepositional Phrases

her city

will pass

from her cart

one cob
of corn

got stuck

between
the trails

Kenny's ticket

travels

under a tree

six empty
subways

can dance

at sunset

Step 10: Rainbows and Ladders



SyllaSense Blue Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 10: ● Bobcats ■ Stingrays	- <a>/ā/ (<i>baby</i>)	- <ild>/īld/ (<i>mild</i>) - <ind>/īnd/ (<i>find</i>) - <old>/ōld/ (<i>bold</i>) - <ost>/ōst/ (<i>most</i>)	- n/a	- n/a	- n/a

Students play “Rainbows and Ladders” like the traditional “Snakes and Ladders” game. Partners take turns rolling the dice to move along the gameboard. Students climb up ladders when they land on a square at the bottom of a ladder. Students slide down the rainbows if they land on a square at the top of the rainbow.

Reading Version:

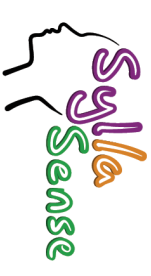
- 1 Place all cards face down on a table.
- 2 Each player needs to choose a card and read the word correctly before rolling the dice and moving on the gameboard.

Spelling Version:

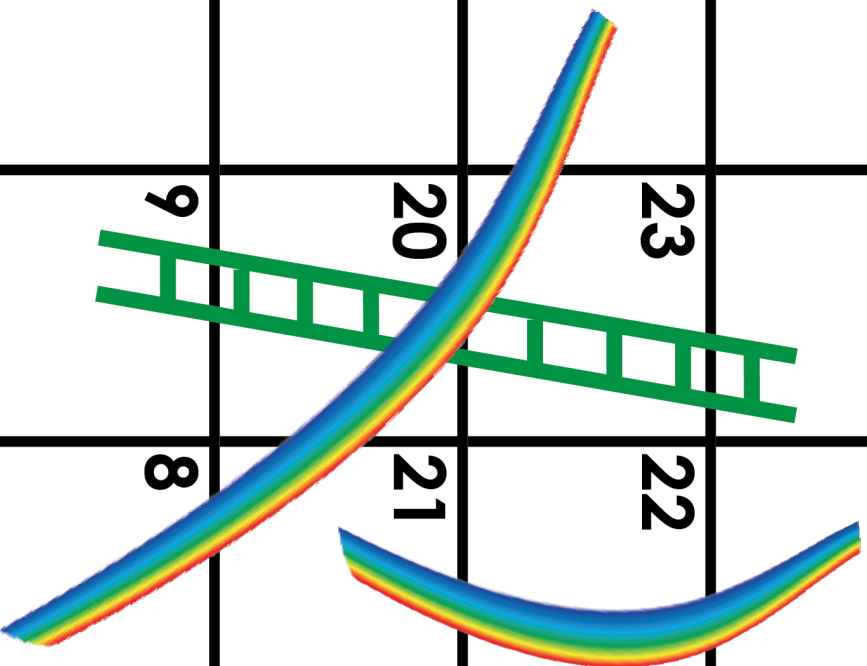
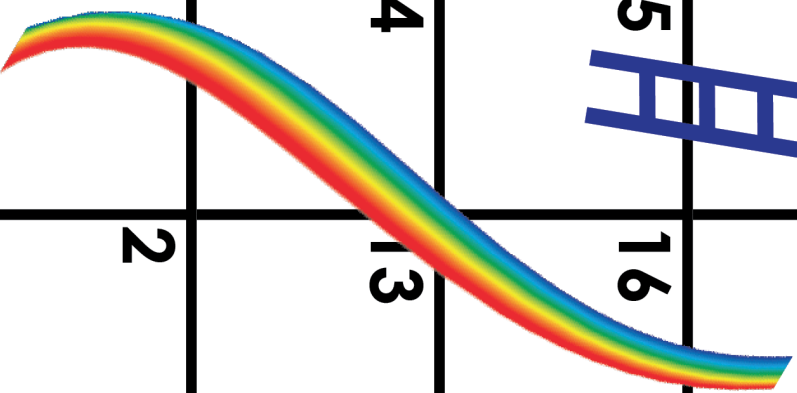
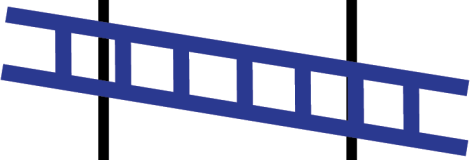
- 1 Place all cards face down on a table.
- 2 Player 1 takes a card and reads the word to Player 2.
- 3 Player 2 must spell the word correctly before rolling the dice and moving on the gameboard.

Note: the focus for this game is to practice words with <ild>, <old>, <ind>, and <ost>.

Rainbows and Ladders



29	30	31	32	33	34	35
28	27	26	25	24	23	22
15	16	17	18	19	20	21
14	13	12	11	10	9	8
1	2	3	4	5	6	7



kind

mind

blind

find

cold

fold

old

grind

hold

gold

host

most

post

bolt

sold

told

colt

jolt